



TED UNIVERSITY

**TED UNIVERSITY
FACULTY OF EDUCATION**

**EDUC 405 STUDENT TEACHING I
(2-6-0) 5 Credits / 12 ECTS
Fall 2021**

Instructor: Assist. Prof. Dr. Çağla Öneren Şendil / Assist. Prof. Dr. Elif Buldu

Time and Place: Student teaching and meetings at the school on Tuesdays;

Meeting at the university on Mondays between 09:00-10:50 at F-123

Office Hours: By appointment

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Catalog Description: Making observations concerning teaching methods and techniques peculiar to subject area; microteaching teaching practices individually or with groups by using teaching methods and techniques peculiar to subject area; developing activities and materials peculiar to subject area; organizing learning environments, classroom management, testing, evaluation and reflection.

(The language of instruction in this course is both Turkish and English)

Extended Description:

This course has been designed in order to offer students an opportunity to make reflective observations related to teaching methods and techniques peculiar to early childhood education. Within the scope of the course, along with real in-class observations, students will have an opportunity to put their theoretical knowledge into practice by making individual or group-based microteaching exercises in which special teaching methods and techniques are used. Throughout the course, students are expected to develop activities and materials peculiar to early childhood education. Within the scope of the course, it is not only intended to provide students an opportunity to prepare learning environments in accord with lesson plan, but also develop such skills as classroom management. Furthermore, students are expected to use appropriate testing and evaluation techniques consonant with teaching outcomes.

Course Objectives: The course aims to equip pre service teachers with the beginning experience of teaching, instructional planning, designing appropriate activities and learning environments. Through instructional planning, they gain deep knowledge in preparing activity plans including assessment, family involvement practices and adaptation practices which in turn contribute to their professional development.

Course Learning Outcomes:

Upon successful completion of this course, a student will be able to;

1. make reflective observations related to teaching methods and techniques peculiar to early childhood education
2. practice microteaching on individual or group basis by using teaching methods and techniques peculiar to early childhood education.

3. develop activity and material peculiar to early childhood education.
4. prepare learning environments peculiar to early childhood education.
5. use effective classroom management techniques.
6. use appropriate testing and evaluation techniques in accord with age group and learning outcomes.
7. make reflective observations and evaluations related to classroom environment.

Readings

- McKeown, R. (2011). *Into the classroom: A practical guide for starting student teaching*. Knoxville: Univ Tennessee Press
- Tyminski, C. (2014). *Your early childhood practicum and student teaching experience: Guidelines for success*. Upper Saddle River, NJ: Merrill
- Aktan-Acar, E. (2017). *The mosaic of early childhood education: Significant concepts/ key ideas, models and approaches*. [Erken çocukluk eğitimi mozaığı. Büyük düşünceler/fikirler, modeller ve yaklaşımlar]. Ankara, Nobel.
- Scholarly articles related with week's topic.

Recommended Readings

- Çelik, N., & Daşcan, Ö. (2017). *Son Değişikliklerle Okul Öncesi Eğitim Programı ve Etkinlik Kitabı*. Ankara, Anı Yayıncılık.
- Milli Eğitim Bakanlığı [MEB] (2013). *Okul Öncesi Eğitim Programı* (related link: <http://tegm.meb.gov.tr/dosya/okuloncesi/ooproram.pdf>)
- Milli Eğitim Bakanlığı [MEB] (2013). *Okul Öncesi Eğitim Programı ile Bütünleştirilmiş Aile Destek Eğitim Rehberi*. (related link: https://anaokulu.cu.edu.tr/___/file/OBADER_2013.pdf)
- Koç, S., Ergezen, S., Ayas, A., & Baki, A., (1988). *Faculty-school partnership and school experience*. Ankara: YÖK.

Student Work Load:

Lectures (28 hrs), Course readings (30 hrs), Observation (84 hrs), Reflective observation reports (18 hrs), Lesson plans (55 hrs), Microteaching (5 hrs), Hands-On Work 40 hrs. Report on a Topic 40 hrs

Planned Learning Activities and Teaching Methods:

Telling/Explaining, Discussion/Debate, Questioning, Scaffolding/Coaching, Demonstrating, Reading, Problem Solving, Peer Teaching, Collaborating, Hands-on Activities, Web Searching, Micro Teaching, Field Trips.

COURSE POLICIES

I. TED University Code of Academic Integrity

TED University takes academic integrity seriously. **Please read through the entire code acquaint yourself with how violations are defined.** Entire code might be found at the following link: <http://www.tedu.edu.tr/Assets/Documents/Content/genel/TEDU-Academic-Catalog.pdf>
https://www.tedu.edu.tr/sites/default/files/content_files/docs/Yonergeler/akademik_durustluk_ilkeleri_ihlalin_de_uygulanacak_usul_ve_esaslar.pdf

II. Attendance

This course requires your regular participation, attendance and punctuality. You have to attend the school on each Student Teaching day. It is expected you to attend the class on a regular basis and be on time. It is your responsibility to keep in touch with me about the emergencies prior to class or student teaching practice. The TEDU policy concerning attendance will be followed strictly.

III. Late Work

You are supposed to turn in each assignment on time. I will only accept late assignments in unusual circumstances (e.g. documented illness). In all other cases, I will reduce %10 of the total point per day for late work, and the assignment will not be accepted after three days late.

IV. Assignment Rules

All assignments must be typed and prepared in APA style. It is expected that you turn in assignments on time.

V. Academic Honesty Policy

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from internet. All are plagiarism.

b. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly!

VI. Announcements

All announcements will be sent to your e-mail address. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to be informed.

COURSE ASSIGNMENTS

1. Reflection Piece (%12)

- You are supposed to prepare reflection pieces for each student-teaching week (4 piece of reflection, for the first 4 weeks, 3 points each, total 12 points). On the course schedule listed below you can see the specific topics that you will focus at the school. One purpose for these reflections is to become more conscious about the classroom culture, community of learners and their practices. The other main purpose is to recognize yourself as a future teacher and gain experience in teaching young children. Your reflections will be in the form of a 1- 2 pages paper. You are supposed to turn in your reflection piece on **Thursdays until 12 p.m.**

There are some guides for writing reflection paper;

Reflection Paper # 1 - General Information About the School

- General information about the institution includes (brief explanations regarding the physical properties of the school, history of the school, staff characteristics, educational policy, curriculum approach, number of teachers, number of classes, number of students in total and per classroom, school staff list.
- Information about the group that your plan will be implemented in (age group, child characteristics, developmental disabilities of the children, half day-full day group, etc.).

Reflection Paper # 2 - Indoor and Outdoor Environment Observation

- Focus on the physical space (indoor & outdoor separately). Physical environment of the school and the classroom e.g. how many floors, area of the school, classroom and the playground - in m² -, colors used,

wall decorations, carpeting, furniture, shelves, safety and security precautions, material storage and organization, lighting, learning centers, observations on materials inventory, etc.)

2. Sketch the map for each (indoor & outdoor). While sketching indoor and outdoor map, include your evaluations about physical environment of the classroom and the outdoor place.

Reflection Paper # 3 - Daily Schedule Investigation

1. By paying attention to the classroom routines and daily schedule investigation, observe your cooperating teacher and make notes about (as well as considering the guide provided by the instructor);
 - How does she start a lesson or activity?
 - How does she give directions?
 - What is the sequence of steps for a lesson?
 - How many minutes does she spend on each step?
 - What questions does she ask?
 - How does she know if the children understand?
 - How does she handle misbehavior?
 - How does she allow for differences in ability?
 - How does she end the lesson?
 - How do the children react to the lesson?
 - Reflect on what you have observed.
 - What would you do the same way or differently?
 - What questions do you have for your cooperating teacher?
2. Observe your cooperating teacher. Comment on informal and formal strategies she uses to assess student learning.

Reflection Paper # 4 - Teacher Interview & Family Engagement Practices

1. Interview with your cooperating teacher about parent-teacher conferences, family participation activities, ways of communicating with parents, etc. Also ask about how the teacher gets prepared for them.
 2. As you reflect on your growth as a teacher, what insights have you gained about creating and maintaining a positive learning climate.
- *Beside those 4 reflection pieces, after each student teaching practices, you are supposed to add self-evaluation to each of your lesson plan and put it into the portfolio at the end of the semester. Moreover, as you engage in assessment, you will re-visit your lesson plans and add reports of the assessment to your lesson plan in your portfolio. Your self-evaluations, assessment and revisions will also be graded in the portfolio (self-evaluations 8%- 1 point each; revisions 4%, 12% in total).*

2. Guest Speaker Report & Discussions (10%)

In the class meetings, assigned readings, early childhood education program and some other topics will be discussed. Beside assigned readings, teaching experiences of students will be revisited. Throughout the term, there will be some guest speakers from the field. We will make discussions on new approaches to early childhood education and make some implementations. Students are assigned to at least 500 words reflections considering the guest speaker's talks. You need to choose one of the speech and write a one reflection paper. A reflection paper will be written on just one speech of a guest speaker of your choice.

3. Lesson Plans/Portfolio (%54)

- Throughout the semester you will prepare **six lesson plans** (each 4 point, 24% in total) and **one one-day teaching plan** (8x1, 8 points each, 8%) and implement them with small and large groups in the classroom. The weekly subjects for your lesson plans are listed below in the course schedule. You will get feedbacks on your plans in a weekly manner. In the portfolio, your revisions will also be graded.
- You are supposed to turn in your lesson plans one week before the teaching, in other words, on **Thursday until 12 p.m.** so that we can give you feedback on **Monday (both written & oral)** and then, you can revise your plan if necessary and be ready to implement on Tuesday. We will visit your classroom to observe and supervise your teaching (at least 4 times).
- After teaching your activity plan, you are supposed to add one paragraph of self-evaluation to your lesson plan and put it into the portfolio that you will submit at the end of the course. A folder including the final versions of your lesson plans (including self-evaluation and assessment sections) is due on the final date.
- **Assessment:** You will select assessment tools and follow-up children accordingly to this assessment tool to observe the influences of your teaching. As you engage in assessment, you will re-visit your lesson plans and add reports of the assessment to your lesson plan.
- **Monthly Plan (2x1, 1 points each 2%):** At the beginning of each month (November, and December) a monthly plan should be requested from your cooperating teacher and check it depending on Appendix 3 (Monthly Plan Format) of 2013 National Early Childhood Education Curriculum. In addition to these monthly plans, Appendix 5 (Monthly Concept Chart) and Appendix 6 (Monthly Objective-Indicators Chart) will be requested and submitted all together. Totally, you are expected to submit 2 Monthly Plans, 2 Monthly Concept Charts and 2 Monthly Objective-Indicators Charts during the semester (all these will be requested from your cooperating teachers).
- **Child Observation Form:** (4x2, 4 points each 8 %) This form is given in the Appendix 1 of 2013 National ECE Curriculum. One child from the class will be chosen and s/he will be observed during the semester. This form should include critical indicators of child's development. At the end of the specified two months (November & December) "Development Observation Form" will be filled and submitted to the instructor. Totally, 2 Development Observation Forms will be submitted for November, and December.

4. Teacher & Instructor Observation on Lesson Plan Implementation (24%)

Throughout the semester, your instructors will have scheduled visits to your student-teaching school (at least 4 times). One purpose of these visits is to observe and support you in your practice teachings. The other purpose is to hold a common meeting with you and your cooperating teacher. During these meetings, we will be discussing about your experiences as a student-teacher and also about your teacher's supervision experience. Your classroom teacher (12%) and your instructor (12%) will fill in a form following your implementation by using a form (3 points each).

Course Assessments & Learning Outcomes Matrix:

| Assessment Methods | Learning Outcomes |
|--|----------------------------|
| Reflection Pieces | #1, #4, #7 |
| Lesson Plans-Portfolio | #2, #3, #4, #5, #6, #7 |
| Guest Speaker reports & discussions | #1, #3 |
| Teacher & Instructor Observation on Lesson Plan Implementation | #1, #2, #3, #4, #5, #6, #7 |

Grading Rubrics:

Grading rubrics for practice reflections and portfolio will be presented and clarified in class in a timely manner before they are due.

Overall Evaluation Criteria:

| Course requirement | Due date | % of final grade |
|--|-----------------------------------|-------------------------|
| Reflection Pieces | Specified weeks | 12 |
| Lesson Plans/ Portfolio (6x4= 24% + 8% one-all day implementations)- Monthly Plans 2%- Child Observation Forms 8% Portfolio (revisions 12%) | Final date | 54 |
| Guest Speaker Reports & Discussions | Final date | 10 |
| Teacher & Instructor Observation on Lesson Plan Implementation | Specified implementation weeks | 24 |

*The above & below schedules and procedures in this course are subject to change in the event of extenuating circumstances. You will be notified of any changes in class.

*The final grade is determined by the judgment of the instructor, completion of requirements for each objectives and preparedness and participation in classroom.

Tentative Course Schedule:

| Date | Topics | Assignments |
|--------------------------------------|---|--|
| Week 1 (4-5 th Oct.) | First Meeting, Overview of the course-Expectations- Getting Ready for Student Teaching | Course Syllabus |
| Week 2 (11-12 th Oct.) | School Visit & Meeting the School Administration/Teachers | Preschool Curriculum Discussions |
| Week 3 (18-19 th Oct.) | Student-Teaching Starts: First Day of the School General Information About the School | Preschool Curriculum Discussions & OBADER Discussions |
| Week 4 (25-26 th Oct.) | Indoor and Outdoor Environment Observation (Draw maps for both) | Reflection 1 Guess Speaker & Discussions |
| Week 5 (1-2 th Nov.) | Daily Schedule Investigation | Reflection 2 Assigned readings-discussions / |
| Week 6 (8-9 th Nov.) | Teacher Interview & Family Engagement Practices at the School | Reflection 3 Activity Plan 1 Monthly Plan-November Lesson Plan Review and Evaluations Guess Speaker & Discussions |
| Week 7 (15-16 th Nov.) | Book Reading Activity | Reflection 4 Activity Plan 2 Lesson Plan Review and Evaluations |
| Week 8 (22-23 th Nov.) | Art Activity | Activity Plan 3 Lesson Plan Review and Evaluations |

| Date | Topics | Assignments |
|---|---|--|
| Week 9 (29-30 th Nov.) | STEM Activity | Activity Plan 4 Monthly Plan-December Lesson Plan Review and Evaluations Guess Speaker & Discussions |
| Week 10 (6-7 th Dec.) | Early Literacy Activity | Activity Plan 5 Child observation form 1 Lesson Plan Review and Evaluations |
| Week 11 (13-14 th Dec.) | Environmental Education Activity or Outdoor Play Activity | Activity Plan 6 Lesson Plan Review and Evaluations Guess Speaker & Discussions |
| Week 12 (20 - 21 th Dec.) | Music activity | Whole Day Plan Lesson Plan Review and Evaluations |
| Week 13 (27-28 th Dec.) | Planning a day & Implementation all day long | Guess Speaker & Discussions |
| Week 14 (3-4 th Jun.) | Last Day at the School: Saying "good bye" to young children & Portfolio Revisions | Child Observation Form 2 |